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ABSTRACT

This document was designed as: (1) a guide for counselors working with the Otis Spunkmeyer Student Motivational Program for high school students; (2) a resource in training counselors for positions with corporations sponsoring student motivational programs; (3) an explanation of the program for general audiences; and (4) a stimulus for those interested in developing adjunct educational programs. The first section provides an introduction to the Student Motivational Program, discussing the concepts of extended counseling and teenage motivation. Section II presents the program history and section III describes the program. The fourth section explains the organizational structure of the program. Sections V and VI explain how schools, students, and counselors are selected for the program. Section VII delineates the counselor's duties, section VIII addresses group composition and resources, and section IX examines counselor salary and funding considerations. Section X focuses on group meetings, explaining the goals and purposes of meetings; trends and progressions in grades 10, 11, and 12; and issues for the counselor. Section XI provides additional information on the limitations of the program, why it works, and what it has to offer. The program evaluation is contained in section XII, while a follow-up of graduates is provided in section XIII. Section XIV looks to the future. The final section, the appendices, contains guidelines, forms, and letters which may be of interest to students, parents, and counselors. Also included is a list of possible group activities. (NB)

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Preface

The purpose of this booklet is four-fold. First, it is intended as a guide for counselors working with the Otis Spunkmeyer Student Motivational Program. Second, it is a valuable resource in training counselors for positions with other corporations, who are interested in sponsoring their own Student Motivational Program. Third, it serves as an explanation of the program for general audiences who are interested in ways businesses are currently supplementing and supporting the educational institutions now in existence. Finally, its philosophical basis and implications will hopefully stimulate those who are concerned about education to develop adjunct programs both within and without the confines of our present thinking and institutions.

The desire of Ken and Linda Rawlings, owners of Otis Spunkmeyer, Inc., and their employees to support and encourage our efforts to build a student program is greatly appreciated. The company formed its own nonprofit foundation to implement the goals of the Student Motivational Program. The Otis Spunkmeyer Foundation fully funds the goals and activities of the program. The Rawlings have also offered (without cost) the resources and expertise of those presently conducting the program, to other companies who wish to start their own Student Motivational Program. They truly represent the program's motto, "Giving Back".

The format of the program and some of the procedures used are contained in the following pages. However, these are only words. The program itself has succeeded because of the creativity, caring and expertise of the individual counselors who work with the students, parents, schools and their colleagues. Their enthusiasm, openness and energy have continually added to the effectiveness of the program.

We encourage the reader to use any ideas in this guide. However, please acknowledge the Otis Spunkmeyer Foundation when you quote directly from it. Hopefully, it will encourage those of you who are able to sponsor a program to do so; challenge those of you who have the desire and capability to facilitate a group(s), to arrange for training; and, to those of you who find the concepts presented to be compatible with your values, give support and encouragement to those who are willing to finance and facilitate the actual program.

Merrill Callow, Director
Otis Spunkmeyer Student Motivational Program

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I. Introduction

Extended Counseling As a Basis for

Implementing the Student Motivational Program

The following is taken from a description of Extended Counseling and applied to the type of counseling involved in the Otis Spunkmeyer Student Motivational Program. It includes concepts both in and out of normally labeled counseling, and borrows from several therapies, theories and learning experiences. It is relatively short-term in application, and is not intended for students who might need the services of a psychiatrist or psychologist. Such students are not expected to be selected for the program, but if a need for such services arises, then the counselor should refer students to the appropriate resources.

The program is based upon the hypothesis that each student wants to be successful. Success is defined by the individual, but is always assumed to be positive in nature. Success may not be immediately achieved due to factors, such as: low self-esteem or self-confidence; deficient knowledge of available resources; inadequate self-discipline, lack of time management skills, problem-solving skills, school achievement, social and communication skills and motivation. These are the areas in which the counselors focus their expertise to assist students.

The process involves:

a.) Developing a rapport and a mutually trusting and respectful relationship between the students and the counselor.

b.) A collaborative agreement in areas where growth is advantageous.

c.) Establishing a mutually acceptable plan to accomplish this agreement.

Much consideration is given to the creative use of goals, needs, interests and experiences of the students and the counselor. Students are seen as being capable of, and responsible for the changes necessary to meet their goals. The counselor is important, but only in an adjunctive sense and as a catalyst. The counselor acts as a role model, with strong emphasis upon acceptance, support and encouragement of the student. Although the major objective of counseling terminates at the time of the student's graduation from high school, reinforcement, support and encouragement of an informal nature may continue for a limited time as a part of the process.

The practice of Extended Counseling allows for the use of the optimum creative, professional and personal abilities of the counselor; the initiative and values of the student; and the dignity and the integrity of both. It is a holistic concept, which includes, but is not limited to:

a.) School related concerns, including tutoring when appropriate.

b.) Personal, educational and career counseling.

c.) Referral to resources specific to the student's needs. Non-professional as well as professional resources may be used.

d.) Planned activities intended to promote self-esteem and other personal, school or career oriented skill acquisition (i.e., jobs, volunteer activities, parent and family activities, cross-age and cross-cultural activities, etc.).

e.) Other prudent, creative, specifically designed activities as are appropriate and ethical.

The outcome of any extended counseling should meet the goals of the program and therefore, the goals of the students in the program.

Motivating Teenagers: A Perspective For Counselors and Parents

We are often asked how we go about motivating the teenagers in our Student Motivational Program—or if it is even possible. Following are some ideas, based upon experiences from the Student Motivational Program, on motivating teenagers. Hopefully, it will stimulate you to develop your own answers to the very complex task of motivation.

If you transform the word "motivation" into "self-motivation" and include the concepts of "understanding, encouragement, support and acceptance," then you have a chance to motivate a teenager. However, if you are trying to motivate your teenager to do something that is contrary to their perceived values or immediate needs, or if they see it as relatively impossible to achieve under existing circumstances, then you have very little chance to motivate them.

What we really want to do is assist our teenagers with developing "self-motivation," which will ultimately have positive and self enhancing outcomes.

Let's take some examples that might occur in our own lives:

- **Being honest with ourselves** - How many of us smoke, overeat, drink too much, exercise too little, don't spend enough time with our family, are over stressed, or other things that we find undesirable or self-destructive? We need to ask ourselves what would motivate us to moderate or eliminate these behaviors.
    - Threats, lectures, rewards or punishments?
    - Praise or criticism?
    - A catastrophic event or crisis?

- Understanding, support and encouragement from someone we like and respect?
- Being accepted "as we are"—always knowing that we are striving to be the best person we can be(under existing circumstances).

Obviously, there is no one answer on how to motivate ourselves. It might be from:

- anxiety or fear
- trying to impress or please someone
- how we want to be as a person (our values and self-image)
- rewards and punishments

Motivation can be short-term or long lasting. Motivation depends on time, place and circumstances.

Knowing this, how can we go about motivating our teenagers? Although some people might argue that you **can't** motivate someone (a person can only motivate her or himself), there are some external or environmental things that a parent or counselor can do that might allow a teenager to be motivated in a positive, self-growth direction.

It is important to remember that what you say and how you say things to your teenager is very important; but what you do and your attitude is **even** more important. The three most important factors involved when motivating our teenagers are:

1. **Acceptance** - We need to have as much faith in our teenagers as we have in ourselves. If we realize that we truly want to be the best possible person, friend, parent, etc., then it only seems fair that we accept our teenagers as having the same desires. A teenager might express it like "I truly want to be a better person than I am, but I find it very difficult when I'm too busy just defending myself, as I am".

2. **Understanding** - We need to understand the various stages of physical, emotional, mental, and social growth/skills of our teenagers. In doing so, we will have more reasonable expectations of them. Although we may not have the same standards or values as our teenagers, we will have the advantage of being able to understand their behavior, and possibly adjust our behavior so that we are more able to assist them.

3. **Encouragement and Support** - Teenagers need/crave encouragement and support. Knowing this, it is important to:

   a.) treat our teenagers with the same respect and attitude that we expect for ourselves.

   b.) separate our evaluation of what our teenager does—from his or her value as a person. Criticize sparingly, and even then, criticize the act and not the person.

   c.) expect positive, rather than negative things of our teenagers. Actively look for the positives. (Success Builds Success.)

   d.) use phrases such as:

   - You seem to be really good at _____. Would you be willing to give me a hand with _____?

- O.K., you made a mistake. That's passed, now what did you learn from it?
- You've really picked out a difficult task, and I know you'll give it your best shot. Good Luck!
- I really admire the way you handled (a situation).
- You certainly must feel good about the way you (accomplished some task).
- I want you to know my feelings about the risks I think you're taking, and I trust you to handle it the very best way you can.
- Thanks for doing _____. That really was a help to me.
- Have you thought about doing _____? You're really good at it.

The conclusions drawn from this approach to "motivation" are:

a.) It is more permanent and positive if it is developed in an understanding, accepting, supportive and encouraging environment.

b.) Any intervention which contributes to the teenager's feeling of self worth is an important factor in his/her motivation, provided it is presented with honesty, respect, caring and without preconceived expectations.

c.) All motivation is self-motivation. Others may act as a catalyst and assist a person, but it is the individual who makes the decision and takes the action necessary to be motivated.

Thus, the "motivation" in the Student Motivational Program is facilitated by the counselor, as a role model who displays a positive attitude of acceptance, understanding, support and encouragement. Within the family, it is expected that

the parent(s) will demonstrate these qualities. This will allow the student the opportunity to become successful.

II. Program History

The Vision

In 1985, Ken and Linda Rawlings, CEO and President of Otis Spunkmeyer, Inc., had a strong desire to help high school students reach their potential and become productive citizens. They believed there was a "middle" 70% of students who were not receiving the special attention provided to those who are at the "top" or "bottom" academically. The Rawlings wanted to help these students by giving them the necessary support—emotionally and financially—to become successful and responsible people. In essence, they wanted to be a "cheering section" for these students.

The Rawlings wanted to be personally involved in a student program that promised more than just "throwing money" at a problem. They wanted to develop a process whereby students would be committed to stay in a program for a set period of time and follow some fairly strict guidelines. This would give students a sense of responsibility—helping them to set and achieve goals. In return, the students would receive scholarships for college or specialized training schools along with other benefits.

They contacted a well-respected adolescent and family counselor, Merrill Callow, to help develop and coordinate the program. He not only had the necessary experience, but he was also an old family friend. In fact, he had been Ken's high school basketball coach and counselor—Ken's "cheering section". The Otis Spunkmeyer Foundation, known as the Student Motivational Program, was born.

Program Objectives & Student Selection

The primary objective of the Student Motivational Program is to **help students in their academic and personal growth.** The program works with the schools and families to help the students reach their potential and achieve personal success. Students are recommended for the program by their high school guidance counselors in the 9th grade (and begin the program in the 10th grade) and selection is based on the "70% rule". Students who have shown academic promise or potential, participated in extracurricular activities or possess other positive social or personal traits are candidates for the program.

Student groups of 12-15 meet once a month with the program counselors and participate in activities and discussions that deal with the concerns of teenagers, e.g., communication skills, family and peer relationships, self-awareness, academic progress and career and educational planning, etc. The students must attend these meetings to receive the full benefits of the program.

Role of the Counselors, Parents & Staff

All the program counselors are independent contractors engaged by the Otis Spunkmeyer Foundation to staff the Student Motivational Program. Most of the them have Masters degrees in counseling. Outside of facilitating the group meetings, the counselors also regularly monitor school progress, provide limited individual and family counseling and maintain a constant link with the students via telephone calls and by attending school or other activities. The counselors give encouragement and act as role models for the students and parents.

Although the Otis Spunkmeyer Student Motivational Program doesn't require the students to go on to college, they are encouraged to pursue this option. The counselors help the students go as far as they can in the educational process—**the counselors' ability to network "within the system" is vital to the success of the program.**

A unique aspect of the Otis Spunkmeyer program, and what sets it apart from other corporate programs supporting teenagers, is the active (and required) involvement of the parents and guardians. They participate in their own monthly meetings with the counselors to discuss the students' progress and other general topics of interest or concern to them.

Otis Spunkmeyer employees are also active in the Student Motivational Program and volunteer their time and energy to helping the students in any way they can. Taking students to sporting events, discussing career goals, or just being a "big brother or sister" are ways in which employees have become involved as additional "cheerleaders" for the students.

The Foundation publishes a quarterly newsletter, *The Otis Notice,* which provides news and views on the Student Motivational Program. It is disfributed to students, parents and graduates as well as the entire Otis Spunkmeyer staff nationwide.

Program Growth

Over the past seven years, the program has grown from one counselor and eight students—to one full-time director, eight part-time counselors and over 140

students and 200+ parents and guardians. The students are now being selected from approximately 20 high schools primarily in the Bay Area.

The Rawlings receive many requests from other businesses and political organizations asking for information on how to start a Student Motivational Program. The program was also endorsed as a model "business/education partnership" program by the Alameda County Economic Development Advisory Board.

In addition, area high schools are now asking to be included in the Otis Spunkmeyer program. The Otis Spunkmeyer Student Motivational Program has received the full support of area guidance counselors and instructors.

Costs of the Program

Each year after 1996, it is estimated that the Foundation will be offering financial aid to approximately 270 students who might be attending a four-year or two-year college or advanced vocational school. This will be in addition to the 100+ students still in the 10th, 11th and 12th grade. (This number will increase as additional counselors and students are added to the program.)

An average yearly cost per student will depend on the level and amount of services provided. Otis Spunkmeyer has estimated the yearly cost per high school student at $1600. Average yearly support for a student attending a post-high school institution might range between $600-$1500. Thus, an average cost per student over the maximum seven year period (starting in 10th grade and going through four years of additional education) would be approximately $8,800 or

about $1,250 per year. (Actually less, because not all students will go on to further education.)

Benefits to the Company

Because the Rawlings run such a highly visible and profitable company, they are constantly approached by philanthropic organizations for donations. Their highest giving priority is to education. With its own nonprofit foundation, Otis Spunkmeyer, Inc. is able to devote all the necessary time and resources to helping students in their educational and personal growth—no more sifting through stacks of proposals on charitable organizations that often incur large administrative costs. The Student Motivational Program is completely funded by the Otis Spunkmeyer Foundation.

Perhaps the biggest benefit, however, is the satisfaction the company gets from being involved in such an effective and worthwhile program. Ken and Linda Rawlings, the counseling staff and many involved Otis Spunkmeyer employees get direct feedback from the students and parents telling them how positive the program has been.

III. Description Of Program

The purpose of the Otis Spunkmeyer Student Motivational Program is to encourage and support students to:

a.) aspire and work toward achieving the highest level of education, personal knowledge and positive growth of which they are capable

b.) make a conscious effort to contribute (by their positive attitudes and actions) to others, both in and out of the program, and

c.) develop into responsible citizens. Hopefully, in their adult lives they will be willing to find their own unique ways to support and encourage the next generation.

Requirements for selection of students may vary depending upon the program's needs and emphasis. Basically, students who are selected will be those who have shown:

a.) positive attitudes and behavior.

b.) current academic achievement, and/or a strong potential for greater academic achievement, and/or demonstrate a special talent in extra-curricular activities.

c.) a willingness to work to improve themselves through regular attendance and positive participation in the monthly group meetings, and be committed to the program's purposes and goals.

Students begin the program as 10th graders and remain in the program until graduation, unless they fail to meet the standards of the program or voluntarily withdraw. Upon satisfactory completion of the program and graduation from their high school, students who undertake further education or training will receive financial assistance, according to the Foundation's funding guidelines. Required group meetings will be held approximately once a month during the school year for students and parents (separately). Student group meetings will include activities and discussions on topics of importance and interest to adolescents as mutually agreed upon by the group (e.g., communication skills and social relationships, self-understanding, educational and career planning, school related concerns, etc.). In addition, counselors will include specific activities as determined to be helpful in academic achievement and personal growth.

Parent meetings will focus on areas of interest and concern to parents of adolescents, and discussion and activities will be determined by mutual agreement. There will usually be one combined student and parent meeting during the year, and a year-end picnic for all family members. Again, counselors will include specific activities or discussions which they have determined to be helpful.

During the time students are in high school, they will be offered

a.) group tutoring,

b.) individual personal, educational and career counseling, and

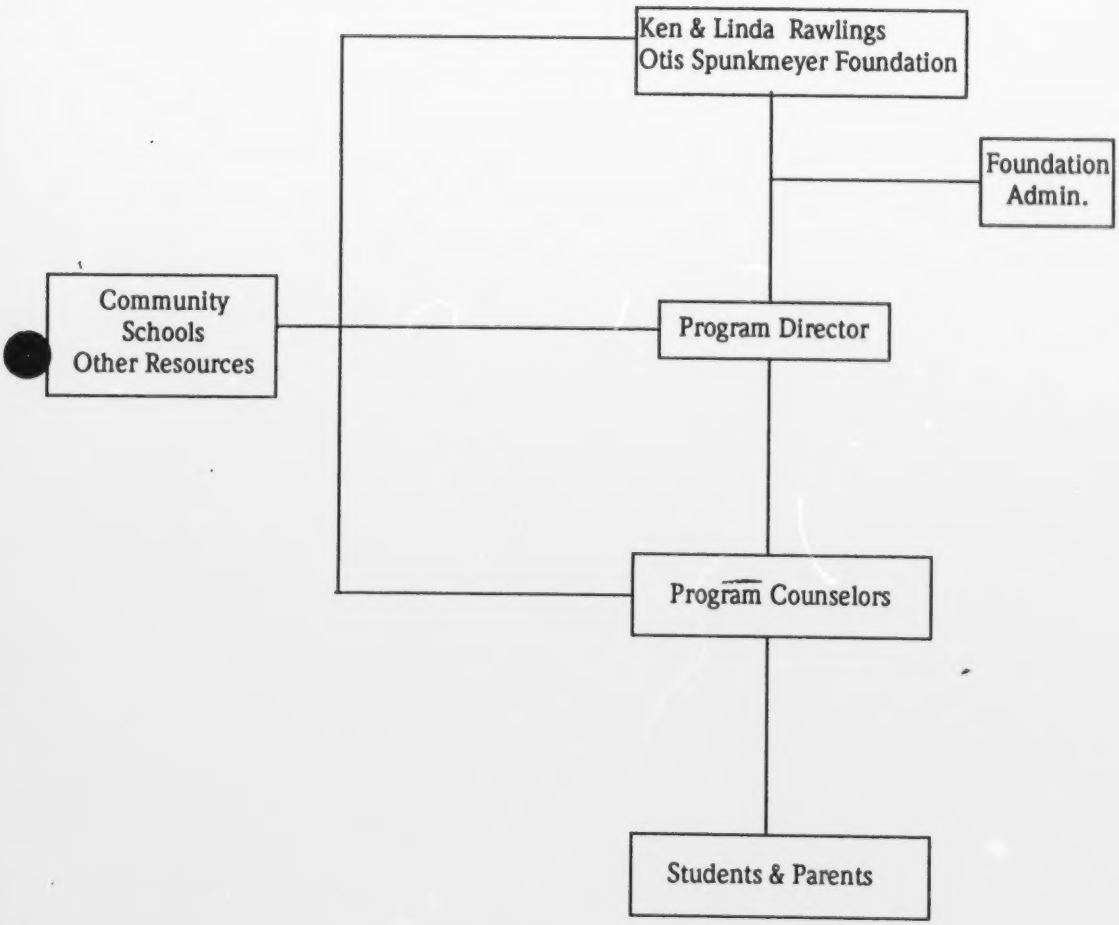
c.) other such assistance as is available and appropriate.

Counseling appointments may also be requested by parents or individual families. In addition, field trips and special events may be scheduled, plus opportunities to visit the Otis Spunkmeyer plant in San Leandro, meet with company employees, use the fitness center, attend athletic events, and get involved in other company activities.

Each student's academic and extra-curricular progress will be monitored through progress reports, report cards, transcripts, media reports, etc. Program counselors will be in contact with students to offer support, encouragement, or to just be a listener frequently throughout the school year. Summer activities might include summer school tutoring or special projects that are more activity oriented. Students must be willing to initiate contact with counselors and make requests for assistance if it is needed. Along with taking responsibility for one's own needs, it is

a very important objective of the program to be willing to assist others, both in and out of the group.

IV. Organizational Structure



V. How Are Schools & Students Selected?

The basis for the selection of high schools will depend on where the counselor resides. The counselor cannot select students who they know or schools where they have an affiliation.

1. Contact the school counseling department.
2. Explain the program (Take "Information For Students" (Appendix 1A), Counselor Vitae and various evaluation forms).
3. Determine protocol for permission to proceed with program (Who is the first contact—the superintendent, principal, etc.?)
4. Make contact with proper authority to receive permission to proceed.
5. Obtain list of nominees from guidance counselor, teacher or whoever is the proper authority, and schedule meetings to interview students and explain program.
6. Determine students' interest and tell interested students to talk with their parents. Within a week, contact home by phone and make appointment for home visit to complete contract (Appendix 1B) and records release form (Appendix 1C) with students and parents. The procedure for this step may be varied by each counselor to meet specific conditions. For example, mass meetings may be held for either students or parents to explain the program and expectations. However, every effort must be made to individually meet each family at their home to sign the required contracts.
7. Students must have a signed contract before becoming a participant in the program.
8. Copies of all student contracts should be forwarded immediately to the Otis Spunkmeyer Foundation administrator.

9. This student selection process must be completed within three months of the counselor's employment (unless special arrangements have been made with the program director).

10. An initial meeting should be set by the counselor for students and parents (separately) in or before the fourth month of the counselors employment (unless special arrangements have been made with the program director).

11. At the above meeting, the regular meeting dates, times and places are to be established and given in written form to the Otis Spunkmeyer program director and Foundation administrator within two weeks (unless special arrangements have been made with the program director).

VI. How Are Counselors Selected?

1. The program director is responsible for selecting the counselors. Recommendations are welcome.

2. The basis for selection includes:

   a.) the capability and desire to assist and relate well with adolescents and parents.

   b.) a knowledge of adolescent growth and development.

   c.) a knowledge of secondary school education processes.

   d.) a counseling credential or college degree and successful experience working with adolescents.

   e.) honesty, dependability, cooperativeness, a positive outlook, a sense of humor and an appropriate sense of self worth are also important qualities to have.

3. Complete the Agreement For Services (Appendix 2A)

VII. Counselor's Duties

1. Meet with student and parent groups (separately) in monthly meetings during the school year. In addition, participate in a beginning orientation session for new students and parents, and a "family picnic" session, near the close of the school year.
2. Keep in contact with students' high school counselors to obtain progress reports, report cards, transcripts, or other pertinent information.
3. Keep records of attendance and general participation at monthly student and parent meetings, or any other records as may be requested by the director.
4. Send the Otis Spunkmeyer Foundation administrator copies of semester transcripts, mid-year evaluations and any other information that is pertinent to the students' personal and academic progress.
5. Contact students between meetings as appropriate (e.g., successes, concerns, support, individual appointments, encouragements, etc.).
6. Develop plans or reorganize present plans to assist students in areas of adolescent/developmental tasks (e.g., self-knowledge, communication skills, problem-solving, peer relationships, family relationships, school and career planning, academic difficulties/tutoring, etc.).
7. Be available to assist families/students with individual concerns, referral resources, etc.
8. Do enrichment exercises, field trips, etc. as time and resources allow.
9. Attend monthly coordinating meetings with the other counselors and program director for exchange of ideas and techniques and overall professional growth.
10. Meet with the Foundation Board each school semester to discuss the students' and groups' progress.

11. Other things necessary to the program may include: arranging meeting places and tutoring; maintaining a high level of ethical professional conduct; consulting with the program director when in doubt about proper procedures; and generally being a positive role model for both students and parents.

VIII. Group Composition & Resources

1. One group includes:
   - 1 - 1/3 time counselor (Average 10-15 hours per week for 40+ weeks)
   - 10-12 students (equal # of boys and girls). Each group starts with 12-14 students
   - 10-18+ parents/guardians (separate from student meetings)
2. Resources for one group include:
   - a meeting place (monthly meetings for both student and parent groups)
   - group tutor(s) (Appendix 1E)
   - activities and discussions (prepared and facilitated by counselor)
   - contacts between the Foundation and school personnel
   - personal, educational and career counseling for students and family units
   - limited field trips and social activities
   - limited financial scholarships to graduates who meet the program guidelines (up to 4 years)
   - funding for current authorized personnel, facilities and activities
   - contact with Otis Spunkmeyer employees

IX. Counselor Salary & Funding Considerations

All counselors are independent contractors working part-time for the Otis Spunkmeyer Foundation. Each will have a valid counseling credential or its equivalent, and work with one or two groups, depending upon the needs of the program. It is intended that a counselor facilitating two groups will not be employed full-time at another job site.

1. A part-time counselor facilitating one group is expected to:
    - fulfill all responsibilities as outlined in the Counselor's Duties.
    - average 12.5 hours per week for 40+ weeks.
    - work with 10-14 students (equal # of boys and girls), and 10-18+ parents/guardians.
    - receive a starting salary of $1,000/mo. + $50/mo. for expenses x 12 mos. = $12,600/yr.
    - Have available funding for:
        - meeting room rentals; 2 meetings/mo. @ $25/ea. x 9 mos. = $450/yr.
        - group tutoring; $25-$50/wk. x 30 wks. = $750 - $1,500/yr.
        - miscellaneous expenses (e.g., group transportation, gas, mileage, etc.) = $300/yr.
2. A part-time counselor facilitating two groups is expected to:
    - fulfill all responsibilities as outlined in the Counselor's Duties.
    - average 25 hours/wk. for 40+ weeks.
    - work with 20-28 students (equal # of boys and girls), and 28-50+ parents/guardians.
    - receive a starting salary of $2,000/mo. + $75/mo. for expenses x 12 mos. = $24,900/yr.
    - Have available funding for:

- meeting room rentals; 4 meetings/mo. @ $25/ea. x 9 mos. = $900/yr.
- group tutoring; $50-$75/wk. x 30 wks. = $1,500 - $2,250/yr.
- miscellaneous expenses (group transportation, gas, mileage, etc.) = $500/yr.

3. All counselors will have the resource of on-site observations by the director, with follow-up meetings for feed-back and consultation.
4. Salary reviews will be conducted yearly on the anniversary of the counselor's hiring date.

X. Group Meetings

Goals and Purposes

The purposes and goals of the program are based upon the hypothesis that each student wants to be "successful". The inability to achieve success may be due to many factors—: lack of self-worth or self-confidence; limited perceptions; deficient knowledge of outside resources; inadequate coping and problem solving skills; lack of self-discipline communication and motivation. The group meeting activities focus on the mitigation of the above factors.

The counselor is given materials and techniques that have proven helpful in other groups and with individuals, but is encouraged to use their own creativeness, personality and experience to accomplish the goals of the program.

Following is a general outline of the trends and progressions seen in the sophomore through senior years.

Trends/Progressions

10th Grade

The sophomore year is sort of a "honeymoon" period, and the building of trust and rapport between all involved is a prime component. Many of the activities and discussions focus on these issues: Parents still feel in command, but sense it won't last long. Attempts at control involve parents and students. Rules become a big issue, especially relating to issues like homework and staying out. Also, near the end of the 10th grade, students will get their driver's license, and the use of the car becomes a major source of negotiation. In addition, counselors must be attuned to students academic success. A positive start is critical to the adolescent task of educational progress.

11th Grade

The junior year is a difficult period for most groups because the students are intent upon becoming more independent in their behavior, especially toward adult authority figures. They are also becoming aware of reality in terms of their academic achievements, which may often cause rebellious and/or depressive behavior. In addition, future planning for both college and career are important factors as well as self-assessment. Students are also more able to transport themselves, and jobs and school activities take up much more of their time.

Parents are starting to go through the "letting go" process and all the conflicts involved. Much emphasis is put on resolving the problems involved in "breaking away". Family communications and parents' continued role in supporting and encouraging their adolescents need to be reinforced by counselors.

12th Grade

The senior year requires a change of pace, because students are becoming more individuated. The reality of what happens after graduation has very diverse effects upon each student. Job options and information as well as college planning are important areas. The fear of facing the world and the frustration of not having made ideal use of their high school education hits many students. Support and encouragement are extremely important. The group needs to continue to be a safe place for the students.

Time needs to be spent individually with students to assist them with specific plans and options. The counselor should explain the program scholarship guidelines (Appendix 1G) and reimbursement procedures (Appendix 1H) to each student. It is also very helpful to bring students and parents together to help them

resolve any problems that may be present. Mutual support between parents and students is very important. Parents sometimes have serious problems with "letting go" as the graduation date approaches. Activities on how their life will be different and how they can make the "breaking away" a positive experience are very important. Joint meetings between students and their parents will help ease the separation.

What Does This Mean For The Counselor?

In facilitating the group meetings, the counselor will need to have:

- knowledge of the group process.
- an awareness of what each group wants and needs to discuss or experience (this is vital in creating and developing activities and exercises).
- the necessary time to develop rapport.
- the time, sensitivity and ability to meet the group's needs in a creative, supportive and encouraging manner.

Although we cannot take on all the ills of society, we can:

- assist students and parents without making them think they need help.
- accept them as they are, knowing they want to become the best that they can be.
- help them to see options they may not have seen yet.
- be positive role models for them to emulate.
- treat the students the way we would like other adults to treat our own kids.
- treat the parents with the same respect we would like in return.

XI. Additional Information

Limitations of the Program

The number of students that can be included in the program is limited, considering the total number of people for whom the program would be beneficial.

The program doesn't work for all students. Every student is not always able to accept assistance (no matter how "good" it may be for them) but, at its worst, the effect might be neutral. We have not yet experienced a negative effect, but it could happen.

In spite of the positive effects of the program, we must realize it is only one of a multitude of daily and long-term influences that affect a student's life (e.g., family, school, friends and community). Even the best of programs can be undermined by negative, long-term influences.

Why We Think It Works

We believe it works because we have based the goals and program activities upon a sound experiential and theoretical foundation, which has been acquired over a period of time working with adolescents and families.

1. It is based on the realization that each student wants to be successful, as does each parent and counselor.
2. We find that the mandatory participation of the parents is a key factor in the success of the program. Positive support and encouragement by one's parents or guardians, and development of communication skills within the family is paramount to the student's well being and overall emotional

health. (It is most important to the students in the 10th grade—and very important to the parents in the 11th and 12th grade.)

3. Success is defined by the individual, but is always positive in nature. Success may not be immediately achieved, because of: limited options (because of lack of experience) and perceptions; low self-esteem, self-confidence and self-worth; deficient knowledge of resources available; inadequate coping skills and/or lack of self-motivation. *These factors are the focus of our program.*

4. The development of a positive personal attitude is the most critical area that contributes to achievements and therefore the success of an individual.

5. We feel that this personal positive attitude is influenced by:

   a.) the program's tutoring services, including studying techniques and mind set.

   b.) the emotional support of the groups and financial assistance from the program.

   c.) educational and career planning

   d.) assistance with personal and relationship problems

   e.) a greater understanding of one's self and others

   f.) the building of coping skills in dealing with difficult situations

   g.) learning time management skills

   h.) learning problem-solving skills

   i.) learning communication skills

   j.) the philosophy of "accepting people as they are" with the realization of their desires to become the best possible people they might be!

What Does The Program Have to Offer?

For Students:

- A chance to meet other students from different schools and cultures, and to relate to them in a positive and meaningful way.
- An opportunity to learn more about themselves, their strengths and weaknesses and learn skills that will allow them to grow and become productive citizens.
- The privilege of receiving support, encouragement and caring from mature, non-family role models.
- The good fortune to qualify for professional tutoring and to receive financial support for post high school education or training.
- A completely positive experience that, hopefully, will instill in them a desire to "give back" at a later period in their life.

For Parents:

- An opportunity to give and receive support from their peers.
- The chance to acquire greater understanding of their teenager's growth and development, and to improve their communication skills within the family.
- An opportunity to learn additional parenting skills and receive materials related to family relationships.

For Schools:

- An opportunity to receive support and reinforcement for what they are doing to help students.
- A chance to develop allies in working with students and families in areas which the school counselors may not have the time, facilities or resources to carry out their work.

- The chance to confer on a professional basis with someone who knows the student through a different relationship
- The chance to receive cooperation without interruption from school and student schedules.

To Employers:

- The Student Motivational Program has a very personal reward built in for company owners and employees. It is their program and can carry their name or any other title they wish. Students feel validated when a company and its employees take a particular interest in them and their future. It also shows to those, both in and outside the company, a positive attempt to assist in the area of educational support.
- It allows the option of being either directly involved, if that is desired, or indirectly associated with a successful program of assistance to the education of high school students.
- It is cost efficient and effective. All costs are directly related to the goals of the program. There are no costs for fundraising and minimal costs for program administration.
- This program is self-promoting because students may ultimately wish to work for the corporate sponsor. If that is not appropriate, they are certainly appreciative towards and positive about the company as a result of the benefits they have received.

XII. Program Effectiveness

It seems that the most critical areas that contribute to the student's achievement, and therefore their success, is the positive personal attitude each student develops. This positive personal attitude is influenced by many of the Student

Motivational Program's activities and basic philosophies mentioned in this booklet.

The program counselors facilitate learning and act as a role-model for the qualities important in mature adult behavior, including a sense of humor and an appropriate sense of self worth. The development of mutually respectful relationships between the counselors, students and parents is essential in carrying out the goals of the program.

Experimenting over the years with a wide variety of academically capable students, we have found that basing the results of the Student Motivational Program just in terms of raising a student's grade point average has not been a valid criterion of the program's success. Most of those who started with a low grade point average have definitely improved. The same applies to the average student. The students starting out with a high grade point average usually maintained those grades, with an occasional upward or downward trend, in unique cases. An important factor in these cases often depends upon the student's attitude and the academic difficulty of the courses chosen.

It is also important to take into account that we are only one part of the many factors influencing a student's success. The quality of education and teaching, the family environment, the student's physical and emotional health, peer relationships, value systems, self-esteem and self-confidence—all contribute to their success. For some students, success is graduating from high school. For others, it may be attending a prestigious university. For still others, success is being employed immediately after high school.

XIII. Follow-up of Graduates

1988-91

Year	# Graduating H.S.	2-yr. College	4-yr. College	Work/ Service
1988	5	4	0	1
1989	7	4	2	1
1990	12	10	1	1
1991	13	7	5	1
Total	**37**	**25**	**8**	**4**

XIV. The Future

We hope that the positive attitudes we see developing in the students, takes on a broader influence as they grow up to be positive adults and role models in our communities. Hopefully with our emphasis, encouragement and financial support of their training and education, they will productively and positively contribute to our society.

XV. Appendices

Appendix 1

Students & Parents

Appendix A

Otis Spunkmeyer Student Motivational Program
Information For Students

The purpose of the Otis Spunkmeyer Student Motivational Program is to encourage and support students to: a.) aspire and work toward achieving the highest level of education, personal knowledge and positive growth of which they are capable b.) to make a conscious effort to contribute (by their positive attitudes and actions) to others, both in and out of the program, and c.) develop into responsible citizens. Hopefully, in their adult lives they will be willing to find their own unique ways to support and encourage the next generation.

Students are selected for the Otis Spunkmeyer Student Motivational Program without regard to race, religion, sex, ethnic background or socio-economic condition. Generally, students are nominated by school counselors or other knowledgeable school personnel, from the "middle 70% of the student body". The final selection is made by the Otis Spunkmeyer representative.

Basically, students who are selected will be those who have shown a.) positive attitudes and behavior b.) current academic achievement, and/or a strong potential for greater academic achievement, and/or demonstrate a special talent in extra-curricular activities; and, above all c.) a willingness to work to improve themselves through regular attendance and positive participation in the monthly group meetings, and be committed to the program's purposes and goals. This is also required of all parents of participating students.

Students are selected as 10th graders and remain in the program until graduation, unless they fail to meet the standards of the program or voluntarily withdraw. Upon satisfactory completion of the program and graduation from their high school, students who qualify for further education

(continued on back)

or training will receive financial assistance according to the Foundation's scholarship guidelines. Required group meetings will be held approximately once a month during the school year for students and parents (separately). Student group meetings will include activities and discussions by students from different schools on topics of importance and interest to adolescents as mutually agreed upon by the group (e.g. communication skills and social relationships, self-understanding, educational and career planning, school related concerns, etc.). In addition, counselors will include specific activities as determined to be helpful in academic achievement and personal growth.

Parent meetings will center around areas of interest and concern to parents of adolescents, and discussion and activities will be determined by mutual agreement. There will usually be one combined student and parent meeting during the year, and a year-end picnic for all family members. Again, counselors will include specific activities or discussions which they have determined to be helpful.

During the time students are in high school, they will be offered a.) group tutoring, b.) individual personal, educational and career counseling, and c.) other such assistance as is available and appropriate. Counseling appointments may also be requested by parents or individual families. In addition, field trips and special events may be scheduled, plus opportunities to visit the Otis Spunkmeyer plant in San Leandro, meet with company employees, use the fitness center, attend athletic events, and get involved in other company activities.

Each student's academic and extra-curricular progress will be monitored via progress reports, report cards, transcripts, media reports, etc. Program counselors will be in contact with students to offer support, encouragement, or to just be a listener frequently throughout the school year. Summer activities might include summer school tutoring or special projects that are more activity

(continued on back)

oriented. Students must be willing to initiate contact with counselors and make requests for assistance if and when it is needed. Along with taking responsibility for one's own needs, it is a very important objective of the program to be willing to assist others, both in and out of the group.

Appendix B

Otis Spunkmeyer Student Motivational Program
Student & Parent Contract

Student: _____

Parent/Guardian: _____

Otis Spunkmeyer Counselor: _____

It is hereby agreed that the above named student and their parent or guardian will voluntarily participate with _____ High School and their Otis Spunkmeyer Student Motivational Program counselor, in a cooperative endeavor to encourage and assist the student to continue showing a positive attitude toward academics, school activities, fellow students and faculty.

In addition, each student is expected to:

a.) Work to maintain or improve his/her academic rank.

b.) Conscientiously prepare him/herself to be eligible for education or training beyond high school.

c.) Strive for self-improvement on a personal basis, and for the benefit of the family, school and community environment.

d.) Willingly attend and actively participate in the monthly group meetings with the others in the program. **This is a requirement of the program for both students and parents.

If the student does not make satisfactory and timely progress, or does not otherwise abide by the conditions set forth, the student's participation in the program may be terminated.

(Continued on back)

If a student desires assistance in living up to the guidelines of this program, it is his/her responsibility to initiate a request for assistance by contacting _____.

Phone Number _____

The parent or guardian agrees to sign a school record release of information form allowing a representative from the Otis Spunkmeyer Foundation access to their student's school records.

Otis Spunkmeyer Foundation is responsible for the administration, conduct and cost of the program. It is the expressed intent of the Foundation to award financial scholarships to those students who successfully complete the program's goals and qualify for higher academic education, or advanced vocational training.

The Otis Spunkmeyer Foundation and/or its representatives accept no responsibility or liability for results of the program. Otis Spunkmeyer offers the program as an opportunity only to those students nominated by their schools, selected by a representative of Otis Spunkmeyer Foundation and who agree to abide by the conditions of the program.

_____	_____
Student	Date
_____	_____
Parent/Guardian	Date
_____	_____
Otis Spunkmeyer Counselor	Date
_____	_____
Kenneth B. Rawlings Chairman Otis Spunkmeyer Foundation	Date
_____	_____
Linda E. Rawlings President Otis Spunkmeyer Foundation	Date

Appendix C

Request For Student Records
Permission Form

Authorization for _____ High School to release pupil information.

Date: _____

To: Registrar/Counseling Secretary

_____

_____

I hereby give my permission to the Representative from the Otis Spunkmeyer Foundation to have access to _____records (including test scores) whose date of birth is _____. Information requested is for use in the Otis Spunkmeyer Student Motivational Program.

Signed: _____
(Parent/Guardian)

_____
(Student)

Address: _____

_____

Appendix D

Otis Spunkmeyer Student Motivational Program
Student Goals/Interests Sheet

Student Name_____ School_____

Birth Date_____ Grade Entering Program_____ Incoming GPA_____ Graduating GPA_____

Home Address_____

Home Telephone_____ Otis Spunkmeyer Counselor_____

Parents/Guardians_____

Address (if different from student) _____

Telephone (if different from student) _____

ΔΔΔ

Miscellaneous Notes:

10th Grade

11th Grade

12th Grade

Appendix E

Otis Spunkmeyer Student Motivational Program
Guidelines For Tutoring

For any student requesting tutoring, it is assumed that the student will have first exhausted all school resources (teachers, peer tutors, volunteer parent tutors, etc.) and conscientiously paid attention in class and attempted to complete homework assignments. In addition, it is assumed that before receiving tutoring the student will have had instruction in study skills, time management and other techniques that will help the them in their academic endeavors.

Tutoring appears to be most helpful when the student has been out of school due to illness, etc., and is trying to keep-up and catch-up at the same time. It may also be helpful when a student finds her or himself in a course that is too demanding in terms of time or background, but may be a required course for graduation or college preparation. On the rare occasion in which a student must work outside of school, some tutoring may be of benefit. The same may be true for students involved in extra-curricular activities which interfere with their schoolwork and/or ability to meet with their teacher(s).

On rare occasions, when a student cannot relate on a positive level with his/her teacher, supplementary help in the form of tutoring may be the second best alternative available. However, any long term tutoring, or any form of a tutor for private instruction, would not be compatible with the purpose of our program.

In all cases where private tutoring is **required**, it is the policy of the program to give financial assistance to those who may have need or partial need, with those able to pay doing so. The Otis Spunkmeyer Foundation, in cases of need according to the above guidelines, would pay one-half the tutoring fee (limited to $10 per week).

(Continued on back)

When two or more students request tutoring assistance in the same subject, subject to the conditions being met in the first paragraph, it will be paid for by the Foundation.

The purpose of the above policy is to encourage student responsibility, plus the desire to conserve as much money as possible for post-high school training or education.

Appendix F

Excerpts From Anonymous Student & Parent Evaluations

Students

- Indicated an improvement in G.P.A.
- Studying more
- Attendance is better
- Attitude is better toward school
- More understanding of myself and others
- Met new friends and shared common feelings
- Beginning to look at the future
- Getting along better with teachers and parents
- Able to express my feelings and be honest
- Being recognized in a positive way for improvements in my schoolwork (phone calls/meetings)
- Tutoring sessions were very important to me
- Just being in the program helps me to keep up in school
- It lets me know that someone besides my parents are keeping track of my progress in school
- Counselor's encouragement and positive attitude really helped
- Program helped me to get my act together
- The group meetings were the most important part—discussing things that were really important with other kids and getting their feedback
- I've been inspired to work harder in school
- I started the program with a 1.7, now I have a 3.2
- The Rawlings are truly a miracle to care enough to support and personally care about each one of us
- It made me feel special and worthwhile
- This program was great for me
- This program made me feel more responsible in all parts of my life
- Nothing else motivated me to do good in school

Parents

- I saw positive attitude changes in my child such as more cooperation, motivation, self-esteem and goal-setting
- My child studies harder and tries harder at school and home
- My child realizes I and others care
- My child is more open and self-confident
- He is improving in academic and social skills
- Your support of our son has helped our family in so many ways
- Graduating from high school is now important to my child
- I realized the difficulties of being a teenager
- It's comforting to know that other parents have similar problems
- This program has improved relationships in our home
- I feel better toward my teenager because of her improved attitude
- The meetings gave me an outlet for my fears and frustrations concerning my teenager
- Our son said it may take an extra year in high school, but he's willing, and on track, to meet the university entrance requirements
- The program has really made a difference in the lives of our twin girls and for that we can never begin to repay you

Appendix G

The Otis Spunkmeyer Foundation
Post-High School Scholarship Guidelines

It is the expressed intent of the Otis Spunkmeyer Foundation to award financial scholarships to those students who successfully complete the program's goals and qualify for advanced vocational training, or higher academic education. All students are eligible for scholarships, according to these funding guidelines.

Students fall into three categories. Those planning to attend:

1.) Specialized Training School (must be accredited by a recognized association)

2.) 2-year Community College

3.) 4-year College or University

- California State System
- University of California
- Private and Out-of-State Colleges

A.) Students must sign a permission form allowing a represtative from the Otis Spunkmeyer Foundation to have access to the student's records.

B.) Scholarships are allocated on a reimbursement basis, with evidence in the form of admission's office receipts showing payment of courses/credit hours; and bookstore receipts showing payment for books and required supplies purchased for the specific courses in which the student is currently enrolled. All receipts must be submitted with the previous semester/quarter grades (in order for the Foundation to follow the student's progress). The student is completely responsible for supplying the Foundation with this required evidence.

C). Scholarship and permission forms will be distributed to students for completion. Students are required to complete these forms and submit them along with the above mentioned receipts in order to receive funding from the Foundation. Although the Program and its counselors plan to give students assistance in filling out any necessary forms, it is the students' responsibility to correctly complete all forms in the Foundation's scholarship process. (continued on back)

D.) **Failure to complete a semester/quarter of school will result in termination of funding from Otis Spunkmeyer Foundation for at least one semester/quarter. The student must complete the following semester/quarter in good standing (at their own expense) in order to continue to receive funding from the Foundation scholarship program.**

E.) Scholarships are limited to a total of four (4) years (8 semesters, or 12 quarters of enrollment) which must be completed within the four (4) years following the student's high school graduation, or passing the G.E.D. or the C.H.S.P.E. (whichever comes first.)

Basic Allowances for Post High School Scholarships

Category	*Registration & Required Fees*	*Books & Required Supplies*
Community Colleges	up to $250 per year	100% of costs per year
Vocational Schools	up to $250 per year	To be determined on an individual basis
Calif. State System	60% per year	100% of costs per year
U.C. System	60% per year	100% of costs per year
Private or Out-of-State Colleges	Not to exceed corresponding amount for comparable school as listed above (based on equivalent entrance requirements).	

Penalties: Costs of books and supplies purchased for classes which are later dropped or repeated, may be subtracted from the following semester/quarter scholarship.

(continued)

Additional Funding Considerations

It is required that any student whose request exceeds the Foundation's Basic Allowances for Post High School Scholarships, apply each year for financial aid through the College Scholarship Service. (These students must complete both the Financial Aid Form (FAF) and the Free Application for Federal Student Aid (FAFSA). The student must put the Foundation's assigned number, **0763**, on all financial aid forms in order for the Foundation to receive the results of the student's financial need determination. The Foundation will pay for the cost of these forms. You will be advised of this process by your Counselor.) In addition, the student must contact the financial aid office of the college or university to which they are applying, to gather and complete any additional applications the specific college/university requires. The Foundation will use this information (plus any other evidence the student may wish to submit, i.e. a letter from the student's program counselor, to support their case) to make a determination regarding additional financial assistance through the Foundation's scholarship program.

Each student must take the responsibility to see that all deadlines are met and that all forms are properly completed. This also includes filing for all financial aid for each year the student is in school.

For those students sending in written requests for additional funding, the following guidelines will be used by the Foundation to determine additional funding awards.

1.) The decision for any additional funding will be based on the above, in particular, the "Student Award Report" which the Foundation will receive from the College Scholarship Service, and the financial aid offer made by ~~the~~ college or university with federal, state and institutional resources.

2.) The Director of the Student Motivational Program will make a professional judgment recommendation with the final decision being made by the Otis Spunkmeyer Foundation Board of Directors. The options which the Foundation Board may exercise are as follows:

   a.) The college or university's financial aid offer is satisfactory, as is.

   b.) The Otis Spunkmeyer Foundation will award additional scholarship funding in the amount of the Student Loan and/or Work Study (or its equivalent, as worked out by the Foundation and the academic institution).

   c.) The Otis Spunkmeyer Foundation will pay the full "need" as determined by the College Scholarship Service and the college or university's financial aid offer.

Appendix H

The Otis Spunkmeyer Foundation
Scholarship Request

Please type or print the following:

1. _____
Last Name Middle Initial First Name

2. _____
Permanent Address

3. _____
Other mailing address (optional)

4. _____ 5. _____
Home phone (Other number)

6. _____
Social Security Number

7. _____
Name of institution where you are enrolled

8. _____
Address and phone number of institution

9. _____
Beginning and ending dates of semester or quarter of current enrollment (circle semester or quarter)

ΔΔΔ

12. **Book Title** **Author** **Cost (corresponding to courses)**

a.) _____

b.) _____

c.) _____

d.) _____

e.) _____

f.) _____

g.) _____

h.) _____

(Attach itemized receipts for books purchased!)

ΔΔΔ

Appendix I

Authorization Form For Registrar

This is to verify that I, _____ hereby give permission to
(full name as registered)

allow the Otis Spunkmeyer Foundation to have full access to my records and transcripts. I am currently enrolled at:

_____
(institution) (address)

_____
(phone number)

Send forms to :
Program Administrator
Otis Spunkmeyer Foundation
14490 Catalina St.
San Leandro, CA 94577

Today's Date _____

Signed _____

Current Address:

_____

_____

_____

Appendix 2
Counselor

Appendix A

The Otis Spunkmeyer Foundation
Agreement For Services

This agreement is made this _____ day of _____, 19__, between OTIS SPUNKMEYER FOUNDATION, a California nonprofit Corporation, herein called OTIS, and _____, herein called COUNSELOR.

In consideration of the mutual promises contained herein, the parties agree as follows:

1. COUNSELOR will promote, direct and help operate the motivational program for students sponsored by OTIS, according to listed "COUNSELORS' Duties".

2. For COUNSELOR's services, he/she shall be paid a fee as determined from time to time between the parties.

3. COUNSELOR shall meet with the OTIS program director and Foundation Board from time to time to discuss the program and policy goals, but will be free to choose the manner in which he/she implements the program.

4. The relationship between COUNSELOR and OTIS shall be that of independent contractor. COUNSELOR understands he/she will be employed by OTIS as an independent contractor and, therefore, will not be entitled to any company benefits. COUNSELOR further understands he/she will be responsible for payment of all his/her taxes, any liability insurance he/she desires, and any other costs he/she incurs excepting those items listed in writing by OTIS from time to time.

5. This agreement is at will and may be terminated by either party at any time by written notice to the other.

OTIS SPUNKMEYER FOUNDATION
A California nonprofit Corporation

By _____
Its President

_____
COUNSELOR

OTIS SPUNKMEYER STUDENT MOTIVATIONAL PROGRAM
1991 - 1992
STUDENT ROSTER

Last Name	First Name	Address	City	Zip Code	Telephone	Parents	School

COUNSELOR: _____

Appendix C

Possible Student Group Meeting Topics

- Meet people, make new friends, even though they are different than me
- Get assistance with social and educational concerns
- Being more open to other people, having respect for each other
- Learn more about ourselves, know more of what we "want in our lives".
- Being able to speak openly and honestly, without "clamming up".
- Being able to take constructive criticism well (better)
- Being accepted and accepting and accepting others "as we are"
- Being able to keep eye contact, and to talk without slurring or mumbling
- Learn how to "learn" and get better grades
- Planning activities which will help other people
- To understand our own feelings and emotions and be able to express them better
- To learn better ways to handle stress, anger, jealousy and other strong emotions
- Be a better listener, and have someone who will listen to you
- Be more self-confident and feel more accepting of ourselves (self-worth) and less fearful
- How can I become more independent?
- What about college for me?
- How can I make more mature (better) decisions?
- I would like to discuss special interests/talents that people have
- How can I keep from becoming depressed?
- How can I handle school and teachers I don't particularly like?
- What do I really like about myself?
- What kind of a person am I trying to become?
- How can I get an after school or weekend job?
- What does someone of the opposite sex expect of me?
- How do I find out what kind of a career I should enter?
- How do other people see me, what do they think about me?
- Would people like me, if they really knew me?
- How do I deal with social groups/cliques that keep me out?
- how can I get along better with my family?
- What effect does "peer pressure" really have on me?
- If I were completely "down and out" who could I count on for help?
- Things I'd really like to change both within myself and outside myself
- What are my personal thoughts on: marriage, the economy, the environment, suicide, sex, happiness, being wealthy, nice clothes, a good car, death, religion, boy/girl friends, drinking/drugs, majorities/minorities, vacations, animals, authorities, abortion, having kids of your own, adoption, sisters/brothers, success, the future, tests, sports, what to do on weekends, qualities of friends, my values, etc.

Appendix D

Possible Parent Group Meeting Topics and Formats

Topics

- Open-ended discussion of current concerns of parents
- College information (choice, application process, tests, costs, etc.)
- Sharing of practical techniques used in communicating and working with family members
- Pros and cons of students working
- Critical issues of teenagers (relationships, school, future, self-esteem, peer pressure, etc.)
- Individual parent's roles and objectives/guidelines (What are we trying to accomplish?)
- Activities (taking questionnaires relating to parent's own styles/personal qualities)
- Preparing students and parents for "leaving the nest"
- Working on specific techniques for listening, problem-solving, self-discipline, etc.)
- Parental management styles (How do other parents handle their kids? What works, what motivates youngsters?
- What rules/guidelines (and how enforced) re: curfew, roles in family, responsibility, privileges, etc.
- Coping with difficult people and behaviors
- Self-esteem—both parents and kids
- Physical, emotional and value changes during adolescence
- How do we handle "I'm bored" and "scapegoating"
- Social vs. academic recognition: Is timing important?
- Is it true that the clutter in his/her room reflects the clutter in his/her mind?
- How can we encourage more leisure reading?
- Can we "motivate" a teenager to study or work?
- How to address/eliminate defensive attitudes, lack of commitment
- How to de-escalate during arguments
- How to build self-esteem
- Rights vs. rites of passage (i.e. driver's license, jobs)—What is earned, what is granted?
- Activities for families—to open up, improve communications, share feelings.
- How can we talk with our kids about: drugs, sex, social activities, academic pressures, their aspirations and their futures?
- Others? (You write in)

Formats

- Could include large and small group discussions
- Special interests group meetings with common concerns (i.e. college information, personal interested in "tests" for careers, self-knowledge, etc.)
- Meeting individually for specific needs

Appendix E

Otis Spunkmeyer Student Motivational Program
Request for Information

Please complete this form and bring to the monthly meetings.

The following information is gathered in an attempt to determine the appropriateness of our expense allowance; to see if our time allotments are reasonable—for reports, demographic studies, public relations use, etc. It may also be helpful for you to keep expense reports for IRS purposes; to focus on topics you would like addressed at our monthly meetings; to use as a comparative check for student and parent attendance; for follow-up information, etc.

Week One	_____ mileage	_____ hours	_____ all expenses not otherwise reimbursed	_____ # of students represented at grp. mtgs.	_____ # of families represented at grp. mtgs.
Week Two	_____ mileage	_____ hours	_____ all expenses not otherwise reimbursed	_____ # of students represented at grp. mtgs.	_____ # of families represented at grp. mtgs.
Week Three	_____ mileage	_____ hours	_____ all expenses not otherwise reimbursed	_____ # of students represented at grp. mtgs.	_____ # of families represented at grp. mtgs.
Week Four	_____ mileage	_____ hours	_____ all expenses not otherwise reimbursed	_____ # of students represented at grp. mtgs.	_____ # of families represented at grp. mtgs.
Week Five	_____ mileage	_____ hours	_____ all expenses not otherwise reimbursed	_____ # of students represented at grp. mtgs.	_____ # of families represented at grp. mtgs.

Suggestions, Topics, Concerns, etc.

Appendix F

Congratulations Letter To Students

Dear _____:

Congratulations on having completed an important step toward your future independence and long-term goals. I hope the support provided by the Otis Spunkmeyer Foundation has been of some encouragement to you. Always keep in mind that you are the one who has been responsible, along with your parents' support, for your own achievements.

The next step is a very important aspect of our program. If you plan to take a vocational training program, or enter a program of higher education, you will be eligible for some financial assistance through the Otis Spunkmeyer Foundation scholarship program. Enclosed is a copy of the Scholarship Guidelines, and a copy of the two forms you must accurately complete and mail or deliver to: Elizabeth Lembke, the Otis Spunkmeyer Foundation, 14490 Catalina St., San Leandro, CA, 94577.

It is necessary for you to retain any forms or receipts which will establish proof of your compliance with the funding guidelines. **No scholarship will be sent to you until you fully and accurately complete the enclosed forms and send them to the Otis Spunkmeyer Foundation** (one authorizing us to have access to your transcripts and records; and the other, a Scholarship Request form, to which you must attach the appropriate receipts).

We want to keep the process as simple, honest and efficient as possible. We need to keep accurate records so that all students who are eligible will be fairly benefited. Thank you for your cooperation and your effort. Again, congratulations and good luck!

Regards,

Kenneth B. Rawlings
Chairman

Linda E. Rawlings
President

Appendix G

The Otis Spunkmeyer Foundation
Scholarship Request (for office use only)

Student Name _____ Date of H.S. Graduation

_____

Permanent Address _____

Permanent Phone Number _____

Address (other than above) to which scholarship check should be mailed:

_____

Phone Number _____

Social Security Number _____

ΔΔΔ

Name, address and phone number of institution attending, if different than above:

_____

Current Sem/Qtr. starting date _____ Ending date _____

Received completed request for scholarship Yes ____ No ____ Incomplete ____ Date _____

Cost of tuition and fees allowed $_____ Cost of books and supplies allowed $_____

Date _____ Ck# _____ Total amount $_____ of scholarship check, sent to:

Name _____

Address _____

Phone number _____

ΔΔΔ

Possible Group Activities and Information

10th Grade Group Parent Starting Activities

After having an initial meeting(s) to develop rapport, setting the tone and initiating group cohesiveness (exercises and techniques are available)—I have found that usually:

I. parents have no specific, verbalized guidelines, principles or philosophies by which they parent (raise, teach, indoctrinate, etc.) their children. In most cases it is "what seems most logical and expedient," and in most cases this turns out O.K.

II. parents may find it difficult to establish their roles as a parent, as their children go through the various stages of growth. Age-appropriateness is very important in parenting, but is often not clearly understood in concept or behavior.

III. when stages I and II come into awareness, the lack of communication with their children may yet negate what they have learned.

In order to encourage/assist parents to explore their own parenting priorities, age-appropriate roles and the ability to communicate their ideas more effectively, I have found the following activities helpful. Not only are these activities helpful in assisting parents, but they also give me background information upon which to build future exercises for use with parent and student groups.

Again, after rapport and group cohesiveness are started, I try to spend a good portion of the next three meetings, progressing through the three concepts. The use of written material allows me to copy their priorities and then mail back to them. This may help to reinforce and encourage their working on them. Also, you may wish to take more time to cover these critical issues, as they will be a basis for much subsequent discussions throughout the next three years.

Note: I feel it is extremely important to do these exercises yourself, first, and then develop your own introduction for them.

Exercises for I-III above:

I. Suggestion for "(Presently) My Priorities As A Parent To My Children" and "P.P. (A Mental Exercise For Perspective").

(Continued on back)

a.) Be sure they read through the list and note the last item, which they can fill out on a piece of paper and put their names on.

b.) If you wish, just have them fill in the first 5-6 priorities and the last 5-6.

c.) You may wish to pass out the 2nd sheet ("A Mental Exercise for Perspective") at this point, but tell them you will not collect it. They may be compared between spouses for discussion, before going on to (d) below.

d.) Have each spouse fill out their priorities individually. Then put them in pairs to compare their differences—ending up with a list of 5-7 combined priorities.

f.) You can put single parents to work with other single parents—or otherwise, vary the discussion. Normally, you would want to follow-up with the complete group discussing their various priorities.

II. Suggestions for "Parent Role Changes".

a.) Have parents bring (written or give them paper to write down) their present priorities.

b.) Have them read through (and it is helpful to go over it with them) the chart.

c.) You may wish to have parents discuss how:

- they presently fit into the various roles?
- does it coincide with child's age bracket?
- if not why? (There may be good reasons)
- how and where do they agree/disagree with chart?

d.) Ask for some present concerns and dilemmas they have; and ask how they might present this to their students as a "mentor".

e.) Does anyone have children of other ages? How does it fit for them?

f.) Finish with positive reinforcement for parents. These are ideas on the chart, if you

(Continued)

find something of value, fine. If it reinforces your way which may be different, fine. Our main focus is to present our various ideas, but each family is responsible for their own decisions.

NOTE: This exercise provides valuable information for the counselor giving her/him insights on how parents perceive, behave, communicate, etc.—which will be useful for future meetings.

III. Suggestions: "_____ Ways to Communicate" (Now that you have considerably more information about your group)

a.) Each family has established their own priorities and each has some idea of role changes that occur as their children change—yet the ability to communicate their thoughts and feelings is of paramount importance!

b.) Going over this, explaining it and giving examples—and finding out if any of the parents have used these and how they did it. This is a good way to review this sheet.

c.) It is important to read and try out some of these ideas before presenting them.

d.) If you have questions or would like examples or exercises, please contact Merrill.

NOTE: If you feel your group wants or needs to expand the area of "Communicating Within The Family," we have several more activities for your use. Such topics as: "Encouraging Responsibility In Teenagers (Proactive)," "Helping Teenagers To Develop Self-Discipline (Reactive)," "Techniques For Resolving Conflicts," etc.

(Presently) My Priorities As A Parent

List the importance of each item below relating to the way you want to raise (teach) your children: (number 1 through 20, with 1 being the most important)

____ to be prepared for a good job.
____ to really care for others in the family.
____ to do things as soon as he/she is asked.
____ to be well-liked by his/her friends.
____ to survive (be alive).
____ to have a good sense of humor.
____ to dress neatly and with good taste.
____ to go to a (good) college.
____ to have good physical and mental health.
____ to keep his/her room clean.
____ to be polite.
____ to be almost always honest.
____ to be open in communication with parents.
____ to get good grades in school.
____ to be on time (for school, meals, appointments, etc.)
____ to seem to like him/herself (self-esteem).
____ to use good language around the house.
____ to have good self-discipline.
____ to treat his/her family members with respect, especially parents.
____ To be talented in sports/music/the arts, etc.
____ to go to church/practice his/her religion regularly.
____ write in any other you would like to include:

_____

_____

Parent Priorities (A Mental Exercise—Just For Your Perspective)

List in your priority order, what are the worst things that could happen to your child, or that your child could do (number 1 through 25, with 1 being the worst possible):

____ get poor grades in school.
____ have a poor self-image.
____ not get into a "good" college.
____ go to parties and drink alcohol, or smoke pot, etc.
____ have a messy or unclean room.
____ use foul language around the house.
____ watch too much TV.
____ spend too much time with friends
____ not be communicative with parent(s).
____ suffer a permanent/incapacitating injury or illness.
____ become sexually active.
____ stay out too late on weekends.
____ become an alcoholic.
____ be killed in an accident.
____ suffer an emotional/mental illness.
____ have a negative attitude.
____ not do what is asked, when it is asked.
____ dress and act like a punk rocker or new waver, etc.
____ put off doing homework to the last minute (or not at all).
____ argue with his/her parent(s) or siblings.
____ cut school.
____ use too much sarcasm.
____ use too much makeup.
____ do a poor job on his/her chores.
____ spend money foolishly.
____ break an arm.
____ fail to be asked to join a high school club.
____ anything else you want to add:

_____

_____

Parent Role Changes

Child's Age (Approx.)	Parent's Role (overlapping)
0-5 or 6 Primary influence is parent and adults in extended family.	***Authority*** Parent instills values, teaches behaviors and skills. A period of indoctrination. Parent in a controlling mode.
5 or 6 - 10 or 12 Influences increase to include outside adults, school mates, close friends, usually of same sex.	**Director** Parent sets up conditions and limitations, and the child is encouraged to experience and to learn (within boundaries). Parent is like a director of a play and sets the stage on which the child acts.
10 or 12 - 19 or 20+ Peer group and opposite sex become strong influences, plus outside adults perceived to be of power and influence.	**Mentor** Parent presents situations, concerns and encourages discussions about possible solutions or alternative behavior, etc. Parent tends to influence, but not dictate behavior. Results are not always satisfactory to either parent or child. A period of considerable stress.

(Continued on back)

Parent is like a professor, leading a seminar.

19 or 20+ - Life

Influences from outside reduce in strength as individual becomes more mature and self-directed.

Mutual Friend or ??

Relationship which develops is culmination of all previous stages.

Early part of this stage is often characterized by a temporary separation (physical and/or mental).

Optimally, a friendship develops which allows for both authority and interdependence of parents and children.

Some Suggestions on Ways To Communicate

Techniques:

Dark Room - Keeps body language and facial expressions out of discussion.

Letter Writing - Gives time for thinking, before answering.

Making Appointments - Prepares other person to get in proper mood.

Third-Party Vignettes - Impersonal, allows child to give solutions.

Family night and other games - Relaxes participants, not a threat.

Games with Relatives and their children - Similar to above (kids support).

Words you might use:

Would you be willing to _____?

Under what conditions would you be willing to _____?

What would have to change, that would allow you to feel how you would want to _____?

What would you think/feel about _____?

Could you give me a little time to think about _____?

Please don't feel that you have to answer right this minute.

Do you have time to talk to me about _____?

When would be a convenient time for you to talk to me about _____?

If I understand, your feeling is that _____?

Please Thank You Excuse Me I'm Wrong I Love You

Qualities you might model: (probably the most important aspect of all)

Respect and Sincerity

Honesty

Self-Worth

Friendly and Caring

Open and Understanding

Fallibility

Sense of Humor

(Proactive)

Suggested Steps For Encouraging Responsibility In Teenagers

1. Always attempt to maintain your dignity and a positive attitude and treat your son or daughter with the respect you would wish in return.

2. Present your concerns, then let your son/daughter be the first one to present possible solutions. (But, be prepared with alternatives to offer. Don't just let it go, or react negatively. He/she truly may not have any solutions.)

3. Don't let them "off the hook," but help them, so they can learn how to cope. (Avoid usurping their responsibility and conscience by telling them what to do.)

4. Help them (minimally) to set-up the steps that they will need to be a "success".

5. Criticize constructively (not put-downs or sarcasm).

6. When appropriate, state exactly what it is that you expect of them (in concrete terms). Ask them if they are willing (and able) to meet your expectations. (If not, what are they willing to commit to—negotiate, until you both are "satisfied").

7. If there are no natural consequences (usually there are) in their failure to meet the terms of the agreement, mutually agree, in advance what the consequences will be. (The consequences must be agreed upon in advance).

Then let nature take its course! Success or failure belong to your son or daughter. It is their responsibility. If they succeed, great! If not, start again. If it's worth doing, keep going until they succeed.

(Reactive)

How Parents Might Help Teenagers To Develop Self-Discipline

1. Always attempt to keep the lines of communication open. Listening is usually more important than talking.

2. Whatever is said or done should be with understanding, love and with the purpose of helping, not retribution. Look for the positives. Ignore as much poor behavior as possible.

3. Know well in advance what it is that you are trying to accomplish as a parent; what you think is right, and don't be hesitant to state it, but not so often as to be nagging.

4. Don't threaten. If you are certain you know what it is that you want, be prepared to take whatever action is appropriate to accomplish it.

5. Keep in mind, the objective is to help your daughter/son to grow, not to just judge her/him.

6. Be a teacher, not a complainer. Try to create realistic learning situations for them. Build on successes. Criticizing poor or inadequate behavior, may only reinforce it, if the objective of such behavior was to get attention. Think positively. Look for good behavior.

7. Again, determine what it is that you want your son/daughter to say or do. Try to communicate your expectations as clearly and specifically as you can. Explain what is wanted in advance. And, if practicable, work out the consequences with him/her in advance, so that the responsibility is shared. In that way, you are both working toward the same goal and you don't have to play the part of a policeman, (unless you choose to do so). Don't threaten! Know your options and consequences. (If you feel unsure about how to resolve the above, please refer to the paper on "Conflict Resolution and Problem Solving")

8. Try to include positive consequences whenever you can, such as:
   - additional privileges, worked out in advance.
   - additional allowance, luxuries, extras, etc.
   - increased freedom (and responsibilities).
   - increased rights (and responsibilities).

(Continued on back)

9. If negative consequences are appropriate, they might include:

- loss or suspension of luxuries or extras (allowance, car, TV, stereo, movies, parties, trips, social events, clothes, etc.)
- loss of free time (grounding or extra chores, but enforcement is hard). For more severe cases, see paper on "Resources for Placement/Assistance".

10. If the above strategies fail, the following may occur:

- loss of family privileges (living with relatives or friends).
- live in youth home.
- live in foster home.
- become a ward of the court.

Be sure you are willing to live with the consequences of your actions!

Some Random Thoughts And Ideas For Your Consideration

1. Young people today seem to have the same basic needs as many of their parents had when they were young. It's just that they show up in different forms.

2. "If I take on a task and see it through, I'm responsible. If my parent assigns me a task and I see it through, I've completed an obligation". or "If I'm involved, I feel more of a commitment".

3. Giving my children all the advantages that I never had, may be more my self-indulgence than any real benefit to them.

4. The process of trying to deal with a concern is an important part of the progress toward the improvement of the concern.

5. Immature behavior may well be a necessary stage of a person's growth.

6. Have I confused a person's behavior as being negative, when it is merely different than mine?

7. Please accept me for the way I am, so I can be free to be the person I want to be.

8. Isolation, withdrawal and possibly extreme shyness may be a defense against getting emotionally hurt.

9. Treat and talk with your child the way you would like someone else to treat and talk with your child—at least as well as you would treat and talk with a neighbor's child whom you like.

10. Self-worth (self-esteem, self-respect) is the basis for an individual to make progress.

11. You don't have to tell me about the value of a good marriage, a happy family or real caring. I have learned these things from living with my parents.

12. If I tell the truth, I'll never have to remember what I said.

Self-Esteem

Self esteem is a general attitude or feeling that a person has about him/herself. While self esteem is based upon one's own perceptions and self appraisal, it can also be influenced by verbal and non-verbal input of others. It is founded upon a need to be loved, accepted, capable and successful.

Identifying self-esteem:

- Recognizing, understanding and accepting one's self (and others) because of one's inherent worth as a person (human being), regardless of any other attributes.
- Recognizing and accepting one's strengths and weaknesses with a realistic, but positive perspective.

4. Self-confidence is one's feeling of having the knowledge or skill to do something. It may enhance self-esteem, but it can exist in conjunction with low self-esteem.

5. An individual behaves to a great extent in a manner which verifies their feeling of self-worth (i.e. living up to expectations people give us, acting out what we want to be, etc.). Time and circumstances may be considerable influences in determining behavior. (This is subject to discussion.)

Example - Bicycle and brick (use slight twist to indicate + - focus)

6. What/who contributes to self-esteem (self-image, self-worth)

   a.) Heredity - we can't presently change (after birth)

   b.) Environment -

   - parents, siblings, extended family
   - friends, associates, media, co-workers
   - teachers, coaches, counselors, bosses
   - husbands, wives, experiences (successful and unsuccessful) culture

   c.) Miscellaneous Factors - luck, time, place, circumstances, etc.

7. Along with seeing the ideas in terms of a framework or perspective, we are also able to

(Continued on back)

get some ideas o w to assist an individual in developing his or her self-esteem.

8. Don't look for a fix, or use over-protection or other external controlling manipulations.

9. Do develop a lo n commitment to respect, encouragement, honesty, sincerity, caring, acceptan they are), open communication, sense of humor, role-modeling high self-esteem llowing the individual to accept the consequences of their behavior.

10. Some specific act (allow group to develop these)

- Listening resp y (what does that mean?)
- Looking for th ive (without heavy expectations)
- Setting up acti hat allow for students' opinions especially in regard to things that involve them
- Using problem ng/conflict resolution skills (rather than authoritarian dictates)
- Accepting them hey are
- Allowing them t ccept the consequences of their behavior
- Being a good exa ple (role model). Know yourself.
- Learning some new communicating activities
- Encouraging, supporting, caring and taking time
- Be willing to allow imperfection in yourself and them
- Thinking "will this help or hurt my child's self-esteem" before speaking or taking action

11. Avoid the BENs

- Belittling (putting down)
- Embarrassing or reprimanding in public.
- Nagging, lecturing or moralizing
- Sarcasm